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ABSTRACT

The Early Literacy Program in the Columbus, Ohio public schools provided early intervention to underachieving first- and second-grade pupils who appeared unlikely to read and write successfully without additional reading instruction. The program featured small group instruction for 40-45 minutes daily. During 1990-91, 65 teachers served 1477 pupils in 43 schools. Lessons were tailored to build on what pupils already knew while strengthening a self-improvement system which would lead to continued growth. The evaluation effort was accomplished through administration of Metropolitan Achievement Tests and locally constructed instruments. Results indicated that the three established desired outcomes were met: (1) 152 pupils of an evaluation sample of 248 pupils gained at least 3.0 normal curve equivalents in total reading; (2) 240 pupils of an evaluation sample of 263 pupils were promoted to the next grade level; and (3) parents of 256 of a sample of 265 pupils participated in the program by visiting and/or volunteering in the classroom. Findings support the continuation of the program. (Seven specific recommendations and eight tables of data are included; a calendar worksheet, parent involvement log, and a pupil data sheet are attached.) (RS)

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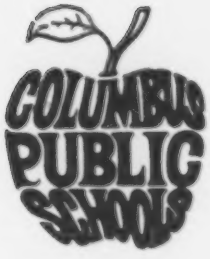
FINAL EVALUATION REPORT

EARLY LITERACY PROGRAM

GRADES ONE AND TWO

1990-91



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FINAL EVALUATION REPORT
EARLY LITERACY PROGRAM
GRADES ONE AND TWO
1990-91

ABSTRACT

Program Description: The Early Literacy program served 1477 pupils in grades one (817) and two (660). Funding for the program was provided through a combination of Elementary and Secondary Education (ESEA) - Chapter 1, Disadvantaged Pupil Program Fund (DPPF), and Columbus Public Schools' general fund monies. The purpose of the Early Literacy program was to provide early intervention to underachieving first- and second-grade pupils who appeared unlikely to learn to read successfully without additional reading instruction. The program featured small group instruction for first or second grade pupils for 40-45 minutes daily. During 1990-91, 65 teachers (20.52 FTEs - Full Time Equivalents) served pupils in 43 schools.

Time Interval: For evaluation purposes, the Early Literacy program began on September 17, 1990 for grade 2 pupils and September 24, 1990 for grade 1 pupils. For evaluation based on standardized test data (Desired Outcome 1), the time interval ended March 28, 1991. This provided a maximum of 121 possible days of instruction for grade 2 pupils, or 116 days for grade 1 pupils. An additional 20 scheduled days (through May 3, 1991) were included in the time interval for evaluation of desired outcomes not based on standardized test data (Desired Outcomes 2 and 3), providing a maximum of 141 possible days of instruction for grade 2, or 136 days for grade 1. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcome 1, grade 2 pupils must have attended at least 96.8 days and grade 1 pupils 92.8 days. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcomes 2 and 3, grade 2 pupils must have attended at least 112.8 days and grade 1 pupils 108.8 days.

Activities: The Early Literacy program teacher and each group of pupils worked together each day on reading and writing activities. The lessons included reading to the pupils, guided reading of charts and stories, shared reading/writing activities, independent reading/writing activities, and activities designed to help pupils attend more closely to print. The lessons were tailored to build on what the pupils already knew while strengthening a self improvement system which would lead to continued growth.

Achievement Objective: Pupils were to receive Early Literacy instruction until they were ready to be successfully discontinued from the program. Discontinued pupils were those who successfully completed the program according to (a) predetermined levels on diagnostic measures indicating that the pupils were reading at the average level for the district, and (b) teachers judgements that the pupils had developed effective reading strategies and could learn in the normal classroom setting without extra individual help.

Evaluation Design: Three desired outcomes were established for the Early Literacy program. First, at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued would gain at least 3.0 Normal Curve Equivalent (NCE) points for the instructional period in Total Reading. Second, at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued would be promoted to the next grade level. Third, parents of at least 75 percent of program pupils who attended the program at least 80 percent of the instructional period or who were discontinued would participate by visiting and/or volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences.

The major evaluation effort was to be accomplished through the administration of the Metropolitan Achievement Tests, Level Preprimer, Form L, 1985 (MAT6) for pretesting grade 1; Level Primer, Form L, 1985 (MAT6) for posttesting in grade 1 and pretesting in grade 2; and Level Primary 1, Form L, 1985 (MAT6) for posttesting in grade 2. Analyses of the standardized test data included average NCE scores and pretest-posttest NCE gains. Locally constructed instruments were used to collect

enrollment/attendance and parent involvement data. District computer files were used for retention data.

Major Findings/Recommendations: Data provided by program teachers indicated that the program served 1477 pupils in 43 schools, including 817 grade 1 and 660 grade 2 pupils. Average daily membership for the program was 846.33 pupils, with average days scheduled being 79.22 days per pupil and average days served being 67.78 days per pupil. The 1477 pupils served were classified as either discontinued (125), not discontinued but attended the program 80 percent of the instructional period (140), or other pupils served (1212). The evaluation sample for Desired Outcome 1 consisted of the 248 grade 1 and 2 pupils who were successfully discontinued from the program or who attended the program at least 80 percent of the instructional period, were English-speaking, and had valid pre- and posttest scores on the MAT6 in Total Reading. In addition, 106 grade 2 pupils were successfully discontinued from the program or attended the program at least 80 percent of the instructional period, were English-speaking, and had valid pre- and posttest scores on the MAT6 in Reading Comprehension, comprising the Reading Comprehension evaluation sample for grade 2. The treatment group for Desired Outcomes 2 and 3 consisted of the 265 pupils (17.9% of those served) who were successfully discontinued from the program or who attended the program at least 80 percent of the instructional period, including 147 grade 1 pupils and 118 grade 2 pupils.

The three established desired outcomes were met for the program. Results indicated that 152 (61.3%) of the evaluation sample pupils gained at least 3.0 NCEs in Total Reading, achieving Desired Outcome 1. The average NCE gain was 9.02 NCEs, with discontinued pupils (109) gaining 16.27 NCEs and not discontinued pupils (139) gaining 3.34 NCEs. In Reading Comprehension, grade 2 pupils (106) had an average NCE gain of 9.18 NCEs, with discontinued pupils (31) gaining 13.64 NCEs and not discontinued pupils having a gain of 7.34 NCEs.

Changes in NCE scores for Total Reading indicated that 152 (61.3%) of the 248 evaluation sample pupils made substantial improvement (3.0 NCEs or more); 7 pupils (2.8%) made some improvement (0.5 to 2.9 NCEs); and 89 pupils (35.9%) made no improvement (0.5 NCEs or less). Discontinued pupils showed much greater improvement than did not discontinued pupils, with 78.0% (85) showing substantial improvement, compared to 48.2% (67) for not discontinued pupils. Changes in NCE scores for Reading Comprehension for the 106 grade 2 evaluation sample pupils showed that 66 pupils (62.3%) made substantial improvement; 7 pupils (6.6%) made some improvement; and 33 pupils (31.1%) made no improvement. Discontinued pupils showed greater improvement than did not discontinued pupils, with 74.2% (23) showing substantial improvement, compared to 57.3% (43) for not discontinued pupils.

Of the 263 pupils in the treatment group with available retention data, 240 (91.3%) were promoted to the next grade level, achieving Desired Outcome 2. Desired Outcome 3 was met, with data indicating that parents of 256 (96.6%) of the 265 treatment group pupils participated in the program by visiting and/or volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences.

It is recommended that the Early Literacy program be continued for the 1991-92 school year, with consideration given to: (1) increasing the number of pupils served who meet the attendance criterion for inclusion in the treatment group and evaluation sample; (2) increasing parent involvement; (3) streamlining the organization model for the program; (4) maintaining existing instruments for data collection; (5) clarifying the process for discontinuing pupils; (6) establishing a structured process observation procedure; and (7) maintaining a viable inservice program for program teachers.

Final Evaluation Report
Early Literacy Program
Grades One and Two

1990-91

Program Description

The purpose of the 1990-1991 Early Literacy program was to provide early intervention to underachieving first- and second-grade pupils who appeared unlikely to learn to read successfully without additional reading instruction to supplement their regular classroom reading instruction. To accomplish this purpose the program featured small group instruction for first or second grade pupils for 40-45 minutes daily provided by an Early Literacy program teacher. The group instruction was designed to provide a more comprehensive assessment of a pupil's development of reading and writing strategies than might be achieved during regular classroom instruction. Many of the activities developed during Early Literacy instruction were based on activities established in the Reading Recovery program, a program of intensive one-on-one instruction for underachieving at-risk first-grade pupils.

The Early Literacy program was initiated in Columbus Public Schools during the 1990-1991 school year, serving 1477 pupils (817 grade 1 and 660 grade 2 pupils) at 43 schools, with a teaching staff of 65 teachers (20.52 FTEs--Full Time Equivalents). Some Early Literacy teachers were assigned to schools in teams of two. Each teacher served half-time in the Early Literacy and Reading Recovery programs and half-time as a first-grade teacher. During the half-day the teachers served in the programs they worked with one group of first-grade Early Literacy pupils for 40-45 minutes and with two or three Reading Recovery pupils individually for 30 minutes each. One member of the team taught in the two programs in the morning while the other member taught a first-grade class. Their assignments were reversed in the afternoon. Other program teachers taught in the Early Literacy and Reading Recovery programs all day, some serving four or five groups of Early Literacy pupils and two or three individual Reading Recovery pupils, while other teachers served only Early Literacy pupils, six or seven groups per day. Two teachers were half-time employees of the school system, serving three grade two groups each day.

In 1990-91 the Early Literacy program was located in the following 43 elementary schools. Fourteen schools served only first-grade pupils, four schools served only second-grade pupils, and 25 schools served both first- and second-grade pupils.

Schools and Grade Levels Served by the
Early Literacy Program
1990-91

Arlington Park (1&2)	East Linden (1&2)	Kent (1)	Reeb (1)
Avondale (1&2)	Fair (1&2)	Kenwood (2)	Second (1&2)
Beck (1)	Fairmoor (2)	Koebel (1&2)	Siebert (1&2)
Broadleigh (1&2)	Fairwood (1&2)	Lincoln Park (1)	South Mifflin (1&2)
Burroughs (1)	Franklinton (1&2)	Linden (1&2)	Southwood (1)
Como (2)	Gladstone (2)	Livingston (1&2)	Sullivant (1)
Cranbrook (1)	Hamilton (1&2)	Main (1&2)	Trevitt (1&2)
Dana (1&2)	Heyl (1&2)	Medary (1&2)	Weinland Park (1)
Deshler (1&2)	Highland (1)	Moler (1&2)	West Broad (1&2)
Eakin (1)	Hubbard (1)	Ohio (1)	Windsor (1)
East Columbus (1&2)	Hudson (1&2)	Pilgrim (1&2)	

Schools were chosen for inclusion in the program according to the percent of pupils attending a school who were eligible for a free or reduced priced lunch (F or RPL), those schools with the highest percentage of F or RPL included in the program for the year. Forty of the 43 schools were selected in this manner. Additionally, one school was chosen in order to continue compensatory education service that was begun at the building the previous year (Como Elementary) and two schools were chosen because they did not receive any other type of compensatory education service for the school year (Gladstone and Kenwood Elementaries). The Early Literacy program was funded by a combination of Elementary and Secondary Education Act (ESEA) Chapter 1, Ohio Disadvantaged Pupil Program Fund (DPPF), and Columbus Public Schools' general fund monies.

The 65 program teachers received support from four program coordinators who provided inservice training and instructional support. Because many of the instructional and assessment strategies used in the Early Literacy program were similar to those used in the Reading Recovery program, the Early Literacy instructional program was enhanced by the fact that all four program coordinators and 58 of the 65 program teachers were trained in Reading Recovery techniques.

At the beginning of the year first-grade pupils identified as underachieving by their classroom teachers and the Early Literacy program teachers were given a selection test (Metropolitan Achievement Test, 1978, Level Primer, Form JS). The selection test score was used to determine a pupil's Service Index Number. A Service Index Number indicates the degree to which a pupil is achieving relative to the pupil's age and appropriate grade level. To be eligible pupils must have had a Service Index Number less than 43.0, those with the lowest scores being served first. Other first-grade pupils with Service Index Numbers below 43.0 were selected for the Reading Recovery program. A waiting list was formed for those pupils not receiving immediate service in either program. First-grade pupils being served in the Early Literacy program were eligible for service in the Reading Recovery program if a space became available, but they could not be served in both programs simultaneously.

Second-grade pupil eligibility for program service was also based on their Service Index Number. Grade 2 pupils Service Index Numbers were determined by their age and the test score they received on the previous year's spring standardized test administration (Metropolitan Achievement Tests, 1985, Level Primer, Form L). Those pupils with the lowest Service Index Numbers were served first. Those pupils without spring standardized test scores who might qualify for service were given a selection test to determine their Service Index Number. If their Service Index Number was below 43.0, they were ranked in order with the other second-grade pupils whose numbers were below 43.0. A waiting list was formed for those pupils not receiving immediate service. Selection procedures followed guidelines established by Federal and State Programs.

The Early Literacy program teacher and a group of five or six pupils worked together each day on reading and writing activities. The lessons included reading to the pupils, guided reading of charts and stories, shared reading/writing activities, independent reading/writing activities, and activities designed to help pupils attend more closely to print. The reading and writing lessons were tailored to build on what the pupils already knew while strengthening a self improvement system which would lead to continued growth.

Pupil progress was monitored by both the Early Literacy program teacher and the pupil's regular classroom teacher. If in consultation they felt that a particular pupil had made satisfactory progress and no longer needed the services of the Early Literacy teacher, established procedures were followed for successfully discontinuing the pupil from the program. The process for

discontinuing a grade 1 Early Literacy pupil consisted of the following steps:

(1) The program teacher sent the last five running records (records of exactly what the pupil said and did while reading a story) to a program coordinator for examination.

(2) If the program coordinator determined that the pupil had made satisfactory progress, she notified the program teacher's testing partner (program teachers do not test their own pupils) and arrangements were made for the pupil to be tested for discontinuance.

(3) The pupil was administered three diagnostic survey tests: Writing Vocabulary, Dictation Test, and Text Reading Level. Also, for text reading assessment, a running record was taken while the pupil read an unfamiliar story.

(4) Results of the testing and running record were given to the program coordinator to make the final determination for discontinuing the pupil.

(5) The program teacher informed the regular classroom teacher that the pupil had been successfully discontinued and would no longer receive program service. If the pupil was not successfully discontinued, the program teacher would continue to work with the pupil, emphasizing areas of weakness, until discontinuance testing was administered again.

To be successfully discontinued, a grade 2 pupil must have met four criteria:

(1) The pupil must have been able to learn successfully through regular group instruction in the classroom as demonstrated by receiving satisfactory grades (C or above) on his/her report card in reading.

(2) The pupil must have been able to read successfully in the on-grade level text or above-grade level materials used in the classroom.

(3) The pupil must have been able to independently produce daily writings satisfactorily.

(4) The pupil must have been able to achieve a minimum score of 80% of the total items on the last two consecutive formative unit tests.

A grade 2 pupil who was discontinued returned to total instruction by the regular classroom teacher and was monitored by the Early Literacy teacher for progress in reading. If a discontinued pupil failed to maintain satisfactory classroom progress, the pupil was re-enrolled in the Early Literacy program. If an opening was not available, the pupil's name was placed at the top of the waiting list because of previous service, regardless of service index ranking.

Evaluation Design

For program year 1990-91, evaluation of the Early Literacy program included analyses in four major areas: pupil census information, pupil standardized achievement test information, pupil retainee information, and parent involvement information. Incorporated in these analyses were three desired outcomes.

Desired Outcome 1

At least 50 percent of the pupils who attended the program at least 80 percent

of the instructional period or who were discontinued will gain at least 3.0 Normal Curve Equivalent (NCE) points for the instructional period in Total Reading. Gain will be measured by a nationally standardized achievement test.

Desired Outcome 2

At least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued will demonstrate satisfactory progress in the regular classroom as demonstrated by promotion to the next grade level.

Desired Outcome 3

Parents of at least 75 percent of program pupils who attended the program at least 80 percent of the instructional period or who were discontinued will participate by visiting in the classroom, volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences during the 1990-91 school year. Records of parent contacts and activities will be maintained by program teachers.

Standardized test data for Total Reading are reported for grades 1 and 2 as required in Desired Outcome 1. In addition, federal guidelines require that aggregate test data (reading and mathematics) be reported for grades 2 and above for individual buildings for Total Reading and Reading Comprehension. For this reason, Reading Comprehension test data are incorporated in the analysis of pupil standardized achievement test information (pp. 9-12) in this report for grade 2 but not for grade 1. Also, at grade 1 pretesting does not include Reading Comprehension , but posttesting does. Therefore, Reading Comprehension pretest-posttest change scores for grade 1 cannot be determined.

For evaluation based on standardized test data (Desired Outcome 1), the time interval ended March 28, 1991. This provided a maximum of 121 possible days of instruction for grade 2 pupils, or 116 days for grade 1 pupils. An additional 20 scheduled days (through May 3, 1991) were included in the time interval for evaluation of desired outcomes not based on standardized test data (Desired Outcomes 2 and 3), providing a maximum of 141 possible days of instruction for grade 2 pupils, or 136 days for grade 1 pupils. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcome 1, grade 2 pupils must have attended at least 96.8 days and grade 1 pupils 92.8 days. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcomes 2 and 3, grade 2 pupils must have attended at least 112.8 days and grade 1 pupils 108.8 days.

The evaluation design provided for the collection of data in the following six areas of operation for the overall program.

1. Teacher Census Form (TCF) was completed by program teachers to obtain staffing information, including employment status, periods of program instruction, school assignment, and Chapter 1 and/or DPPF involvement (see p. 19, Appendix A).

2. Calendar Worksheet/Parent Involvement Log (CW/PIL) was used to record pupil service information, selection test scores, and parent involvement data (see pp. 21-22, Appendix B).

3. Pupil Enrollment Roster (PER) was completed by program teachers to indicate official enrollment of each pupil into the program. Program

teachers identified pupils served from computer generated lists of all first and second grade pupils in their buildings. Information included pupil name, student number, date of birth, program teacher name, school code, and program code.

4. Pupil Data Sheet (PDS) was a computer generated preprinted form used by program teachers to record enrollment/attendance data, parent involvement, discontinued status, and progress made for each pupil served (see p. 24, Appendix C).

5. The Metropolitan Achievement Tests (MAT6, 1985) was used as the pretest and posttest for all pupils in the Early Literacy program. This test series has empirical norms for fall and spring, established October 1-31, 1984, and April 8 to May 15, 1985. The description of the MAT6 pretest and posttest is as follows:

	Level	Form	Recommended Grade Range	Subtests	Number of Items
Pretest (Grade 1)	Preprimer	L	K.0-K.9	Total Reading	54
Posttest (Grade 1) Pretest (Grade 2)	Primer	L	K.5-1.9	Vocabulary	15
				Word Recognition Skills	36
				Reading Comprehension	38
				Total Reading	89
Posttest (Grade 2)	Primary 1	L	1.5-2.9	Vocabulary	22
				Word Recognition Skills	28
				Reading Comprehension	53
				Total Reading	103

The MAT6 tests were administered by classroom and program teachers. Pretesting occurred September 18-22, 1990. Posttesting for Grade 1 pupils occurred April 8-12, 1991 and for Grade 2 pupils April 29-May 3, 1991. All testing was done on level, as indicated in the table above.

6. Data collection for the Early Literacy program also utilized district computer files for retention data.

Inservice evaluation information, data which were not specified in the Early Literacy evaluation design but were collected routinely, is not included here but has been submitted to the Department of Federal and State Programs.

Major Findings

Pupil Census Information

During the 1990-91 school year, a total of 1477 pupils were served by the Early Literacy program. Of this number, 817 grade 1 pupils were served and 660 grade 2 pupils were served. The demographic characteristics (gender, race, and socio-economic status) of the 1477 pupils who were served in the program were analyzed from the school district's Student Master File (SMF) and June 1991 official enrollment tape. The data were based on information reported by parents and/or school personnel. Of the pupils served, 56.5% (835) were boys and 43.5% (642) were girls (see Table 1). As for the distribution by race, 44.8% (661) of the pupils served were identified as Non-Minority, 53.9% (796) were Black, and the remaining 1.4% (20) were Other Minority (see Table 2). The Other Minority category included Spanish Surname, Asian American, and American Indian. Socio-economic status was indicated by pupil eligibility for subsidized (free or reduced-price) lunch as of June 1991. Of the 1477 pupils served, 77.0% (1137) were on free lunch, 6.0% (89) were on reduced-price lunch, 12.1% (178) were not on subsidized lunch, and the status of the remaining 4.9% (73) was unknown (see Table 3). Distributions of gender, race, and socio-economic status by grade level are displayed in Tables 1-3.

The average number of hours of instruction in the Early Literacy program per pupil per week was 3.8 hours. The average daily membership for the program was 846.33 pupils, with average days scheduled (enrollment) being 79.22 days per pupil, and average days served (attendance) being 67.78 days per pupil. Enrollment and attendance data are used to determine whether a pupil will be included in the treatment group for program analyses. Of the 1477 pupils served, 265 pupils were discontinued or attended the program the necessary 80 percent of the instructional period, including 147 grade 1 and 118 grade 2 pupils. To be included in the analyses for Desired Outcome 1, grade 1 pupils must have been discontinued or attended the program 92.8 days, had valid pre- and posttest scores, and have been English-speaking. Grade 2 pupils must have been discontinued or attended the program 96.8 days, had valid pre- and posttest scores, and have been English-speaking. Grade 1 pupils needed to be discontinued or to have attended a minimum of 108.8 days to be included in the analyses for Desired Outcomes 2 and 3. Grade 2 pupils needed to be discontinued or to have attended a minimum of 112.8 days to be included in the analyses for Desired Outcomes 2 and 3. Data pertaining to enrollment and attendance are presented in Table 4. Of the 1477 pupils served, 125 (8.5%) were successfully discontinued from the program. By grade level, 88 (10.8%) of the 817 grade 1 pupils were successfully discontinued, while 37 (5.6%) of the 660 grade 2 pupils were successfully discontinued (see Table 5).

Pupil census information was also obtained from program teachers (Pupil Data Sheet, Appendix C, p. 24) concerning whether pupils were English-speaking and from the Student Master File for whether pupils qualified for a special education program. Of the 1477 pupils served, special education program data were available for 1404 pupils. Of these 1404 pupils, 53 (3.8%) qualified for a special education program. Concerning pupils' English-speaking ability, only 8 (0.5%) of the 1477 pupils served were non-English speaking.

To be included in the Early Literacy treatment group (Desired Outcomes 2 and 3), a pupil must have been successfully discontinued from the program or attended the program at least 80 percent of the instructional period. Of the 1477 pupils served, 17.9% (265) met the established criteria and were included in the treatment group, including 125 discontinued pupils and 140 not discontinued pupils who met the 80 percent attendance criterion (see Table 5). By grade

Table 1

Percent and Number of Early Literacy Pupils Served by Gender 1990-91

Gender	%	(N)
Boys		
Grade 1	32.4	(478)
Grade 2	24.2	(357)
Subtotal	56.5	(835)
Girls		
Grade 1	23.0	(339)
Grade 2	20.5	(303)
Subtotal	43.5	(642)
Total	100.0	(1477)

Table 2

Percent and Number of Early Literacy Pupils Served by Race 1990-91

Race	%	(N)
Non-Minority		
Grade 1	25.7	(380)
Grade 2	19.0	(281)
Subtotal	44.8	(661)
Black		
Grade 1	29.0	(428)
Grade 2	24.9	(368)
Subtotal	53.9	(796)
Other Minority[a]		
Grade 1	0.6	(9)
Grade 2	0.7	(11)
Subtotal	1.4	(20)
Total	100.0	(1477)

[a] Includes Spanish Surname, Asian American, and American Indian

Table 3

Percent and Number of Early Literacy Pupils Served by Subsidized Lunch Status 1990-91

Subsidized Lunch Status	%	(N)
Free		
Grade 1	44.3	(654)
Grade 2	32.7	(483)
Subtotal	77.0	(1137)
Reduced		
Grade 1	2.6	(39)
Grade 2	3.4	(50)
Subtotal	6.0	(89)
Paying		
Grade 1	5.4	(80)
Grade 2	6.6	(98)
Subtotal	12.1	(178)
Unknown		
Subtotal	4.9	(73)
Total	100.0	(1477)

Note. Based on June 1991 data

Table 4

Number of Pupils Served, Averages for Days Scheduled, Days Served, Daily Membership, and Hours of Instruction Per Week for Early Literacy Program Reported by Grade Level 1990-91

Grade	Pupils Served	Average Days Scheduled	Average Days Served	Average Daily Membership	Average Hours of Instruction per Pupil per Week
1	817	77.41	64.84	465.03	3.8
2	660	81.46	71.43	381.31	3.8
Total	1477	79.22	67.78	846.33	3.8

Table 5

Percent and Number of Early Literacy Pupils Served by Pupil Category and Grade Level 1990-91

Grade Level	Discontinued Pupils[a] %	Discontinued Pupils[a] (N)	Not Discontinued Pupils[b] %	Not Discontinued Pupils[b] (N)	Other Pupils Served[c] %	Other Pupils Served[c] (N)	Total Pupils Served %	Total Pupils Served (N)
Grade 1	10.8	(88)	7.2	(59)	82.0	(670)	55.3	(817)
Grade 2	5.6	(37)	12.3	(81)	82.1	(542)	44.7	(660)
Total	8.5	(125)	9.5	(140)	82.1	(1212)	100.0	(1477)

[a] Discontinued pupils did not have to meet attendance criteria
[b] Not discontinued pupils with 80% program attendance
[c] Other pupils served with less than 80% program attendance

level, 18.0% (147) of grade 1 pupils were included in the treatment group and 17.9% (118) of grade 2 pupils were included. The small number of pupils served who met the treatment group criteria can be attributed to a number of factors. (1) The program was initiated at the second grade level in 11 schools in January, 1991. The 227 second grade pupils served in these schools could not meet the 80% attendance requirement for the instructional period to be included in the treatment group and evaluation samples and therefore, could only be included if they were successfully discontinued. (2) A number of first grade pupils were transferred from the Early Literacy program to be served in the Reading Recovery program and consequently did not achieve the necessary attendance requirement for the Early Literacy program. (3) High pupil mobility resulted in some pupils moving to a school that did not offer the Early Literacy program or to a school where they were placed on a waiting list for service because no immediate space was available and therefore did not meet the attendance requirement. (4) Procedures for successfully discontinuing pupils, especially at grade 2, were unclear to many program teachers, resulting in only a small percent of program pupils being successfully discontinued and thus being able to be included in the treatment group and evaluation samples.

The two evaluation samples for the Early Literacy program were comprised of pupils from the treatment group who also were English-speaking and had valid pre- and posttest scores on the MAT6. The Total Reading evaluation sample (Desired Outcome 1) included 248 pupils, including 144 grade 1 pupils and 104 grade 2 pupils. These 248 evaluation sample pupils were 16.8% of the 1477 pupils served in the program. The Reading Comprehension evaluation sample was comprised of 106 grade 2 pupils with valid pre- and posttest scores. The evaluation sample pupils made up 16.1% of the 660 grade 2 pupils served in the Early Literacy program.

Standardized Achievement Test Information

Pretest-posttest change score data for the Early Literacy program are summarized in Tables 6 and 7. The normal curve equivalent (NCE) is used in Tables 6 and 7 because it provides the truest indication of pupil growth in achievement. It should be noted that NCEs, like percentile ranks, compare the pupils' performances in relation to the general population. No change in NCE score from pretest to posttest does not denote a lack of absolute progress; on the contrary, it means that over the school year the pupil has progressed at the expected rate of growth and has maintained the same relative position in terms of the general population. Therefore, even a small gain in NCEs indicates an advancement from the pupil's original position relative to the general population.

Table 6 contains a summary of pretest, posttest, and change scores for Total Reading for the 248 Early Literacy Total Reading evaluation sample pupils in grades 1 and 2. The data in Table 6 show the total average growth in Total Reading for all pupils was greater than expected. While the expected NCE change for the normal school population is zero NCE points during the course of a school year, the total average change for Early Literacy pupils was 9.02 NCE points. Grade 1 pupils showed a gain of 9.75 NCE points and grade 2 pupils gained 8.02 NCEs. Regarding Desired Outcome 1, 152 (61.3%) evaluation sample pupils gained at least 3.0 NCEs, indicating that the 50% criterion level for this desired outcome was met. By grade level, 87 (60.4%) grade 1 pupils achieved the desired outcome and 65 (62.5%) grade 2 pupils achieved the desired outcome (see Table 7).

Discontinued pupils showed much greater gains in Total Reading than did not discontinued pupils. The 109 discontinued pupils with valid pre- and posttest scores showed a gain of 16.27 NCEs, while the 139 not discontinued pupils had an

Table 6

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Normal Curve Equivalents (NCE) for Early Literacy Program in Total Reading and Reading Comprehension by Grade Level 1990-91

Test	Number of Pupils	Pretest				Posttest				Average NCE Change
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	
Total Reading										
Grade 1										
Discontinued	78	1.0	70.9	32.06	14.98	6.7	99.0	48.82	20.73	16.76
Not Discontinued	66	1.0	70.9	13.94	15.32	1.0	84.6	15.41	16.92	1.47
Subtotal	144	1.0	70.9	23.76	17.60	1.0	99.0	33.51	25.31	9.75
Grade 2										
Discontinued	31	10.4	64.2	35.11	12.96	21.8	93.3	50.16	14.91	15.05
Not Discontinued	73	6.7	60.4	25.97	11.37	1.0	81.1	30.99	15.95	5.02
Subtotal	104	6.7	64.2	28.69	12.53	1.0	93.3	36.71	17.90	8.02
Total Population										
Discontinued	109	1.0	70.9	32.93	14.44	6.7	99.0	49.20	19.20	16.27
Not Discontinued	139	1.0	70.9	20.26	14.64	1.0	84.6	23.59	18.13	3.34
Subtotal	248	1.0	70.9	25.83	15.83	1.0	99.0	34.85	22.52	9.02
Reading Comprehension										
Grade 2										
Discontinued	31	10.4	81.1	39.01	16.65	24.2	86.9	52.65	14.85	13.64
Not Discontinued	75	1.0	81.1	28.01	16.08	1.0	86.9	35.35	16.90	7.34
Total	106	1.0	81.1	31.23	16.93	1.0	86.9	40.40	18.08	9.18

Table 7

Number and Percent of Pupils in Change Categories for
NCE Scores for Early Literacy Program in Total Reading and Reading Comprehension
by Grade Level and Discontinued Status
1990-91

Test	Change Categories for NCE Scores: No Improvement (less than 0.5) N	%	Some Improvement (0.5 to 2.9) N	%	Substantial Improvement (3.0 or more) N	%	Total Pupils in Sample N	%
Total Reading								
Grade One								
Discontinued	13	16.7	3	3.8	62	79.5	78	54.2
Not Discontinued	40	60.6	1	1.5	25	37.9	66	45.8
Total	53	36.8	4	2.8	87	60.4	144	100.0
Grade 2								
Discontinued	8	25.8	0	0.0	23	74.2	31	29.8
Not Discontinued	28	38.4	3	4.1	42	57.5	73	70.2
Total	36	34.6	3	2.9	65	62.5	104	100.0
Total Population								
Discontinued	21	19.3	3	2.8	85	78.0	109	44.0
Not Discontinued	68	48.9	4	2.9	67	48.2	139	56.0
Total	89	35.9	7	2.8	152	61.3	248	100.0
Reading Comprehension								
Discontinued	6	19.4	2	6.5	23	74.2	31	29.2
Not Discontinued	27	36.0	5	6.7	43	57.3	75	70.8
Total	33	31.1	7	6.6	66	62.3	106	100.0

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average gain of 3.34 NCEs. By grade level, grade 1 discontinued pupils showed an average gain of 16.76 NCEs compared to a growth of 1.47 NCEs for not discontinued pupils. In grade 2, discontinued pupils had a growth of 15.05 NCEs, while not discontinued pupils gained 5.02 NCEs.

Table 6 also contains pretest, posttest, and change scores in Reading Comprehension for grade 2 pupils. For the 106 pupils in the Early Literacy Reading Comprehension evaluation sample, the data indicate the average growth for grade 2 pupils was greater than expected. Grade 2 pupils showed a gain of 9.18 NCEs in Reading Comprehension. Discontinued pupils had an average gain of 13.64 NCEs, while not discontinued pupils showed a gain of 7.34 NCEs.

Table 7 contains a summary of data related to the changes in NCE scores for Total Reading and Reading Comprehension for three ranges: (a) no improvement in NCE scores (less than 0.5), (b) some improvement in NCE scores (0.5 to 2.9), and (c) substantial improvement in NCE scores (3.0 or more). For Total Reading, the data indicate that 159 pupils (64.1%) made gains in NCE scores. This means that 64.1% of the pupils in the evaluation sample progressed at a rate that was greater than expected for them. More specifically, 152 pupils (61.3%) made substantial improvement; 7 pupils (2.8%) made some improvement; and 89 pupils (35.9%) made no improvement in Total Reading, as evidenced by a gain of less than 0.5 or a decline in NCE scores. Comparing discontinued pupils to not discontinued pupils, 78.0% (85) of the discontinued pupils showed substantial improvement compared to 48.2% (67) for not discontinued pupils. Distributions of change categories by grade level are included in Table 7. Of the 106 grade 2 pupils in the Reading Comprehension evaluation sample, the data show that 73 pupils (68.9%) made gains in NCE scores, progressing at a rate that was greater than expected. Substantial improvement was made by 66 (62.3%) pupils; some improvement by 7 (6.6%) pupils; and no improvement by 33 (31.1%) pupils. Comparing discontinued pupils to not discontinued pupils, 74.2% (23) of the discontinued pupils showed substantial improvement compared to 57.3% (43) for not discontinued pupils.

Program teachers' judgments of individual pupil progress were collected from teachers via the Pupil Data Sheet (Appendix C, p. 24) at the end of the school year. Teachers rated individual pupil progress as <u>much</u>, <u>some</u>, or <u>none</u>. Of the 1477 pupils served in the program, teacher judgments indicated that 1378 pupils (93.3%) showed improvement. More specifically, 497 pupils (33.6%) showed much improvement; 881 pupils (59.6%) showed some improvement; and 99 pupils (6.7%) were judged as making no improvement. It should be remembered that these frequencies and percents are based on all pupils served, not just pupils included in the treatment group and evaluation samples.

<u>Pupil Retainee Information</u>

Desired Outcome 2 stated that at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued would demonstrate satisfactory progress in the classroom by being promoted to the next grade level. Pupils who met the attendance criteria or were discontinued composed the treatment group. Data analyzed from the district June 1991 official enrollment tape indicate that the desired outcome was met. Of the 265 pupils in the Early Literacy treatment group, data were available for 263 pupils. Of these 263 pupils, 240 (91.3%) made satisfactory progress and were promoted to the next grade. Only 23 pupils (8.7%) were retained in their present grade.

Parent Involvement Information

Desired Outcome 3 stated that parents of at least 75 percent of program pupils who attended the program at least 80 percent of the instructional period or who were discontinued would participate by visiting in the classroom, volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences. Pupils who met the attendance criteria or were discontinued composed the treatment group. Records of parent contacts and activities were maintained by program teachers using the Parent Involvement Log (Appendix B, p. 22), documenting the date of parent contact, the type of activity, which parents or guardians participated, and the time spent on each activity. Data summarized by program teachers on the Pupil Data Sheet at the end of the school year indicate that the desired outcome was met, as parents of 256 (96.6%) of the 265 pupils in the treatment group participated in the program.

Table 8 displays parent involvement data collected by program teachers on the Parent Involvement Log of each of the 1477 pupils served in the program. The data indicate that a total of 1301 different parents or guardians were involved in some way with the program and that program teachers had a combined total of 1511.93 hours of contact with parents. It should be noted that the total number of parents involved is not additive, as a parent could be involved in more than one activity for the year. Almost two-thirds (65.3%) of the time spent in parent involvement was with individual parent conferences (986.60 hours). The smallest amount of time was spent with parents being involved in planning, operations, and/or evaluation of the program (22.26 hours or less than 1.5% of the total time).

Summary/Recommendations

The Early Literacy program provided additional reading instruction to underachieving first- and second-grade pupils in 43 schools. The program featured small group instruction for five or six pupils for 40-45 minutes daily. For evaluation purposes, the program began on September 17, 1990 for grade 2 pupils and September 24, 1990 for grade 1 pupils. For evaluation based on standardized test data (Desired Outcome 1) the time interval ended March 28, 1991. This provided a maximum of 121 possible days of instruction for grade 2 pupils, or 116 days for grade 1 pupils. An additional 20 scheduled days (through May 3, 1991) were included in the time interval for evaluation of desired outcomes not based on standardized test data (Desired Outcomes 2 and 3), providing a maximum of 141 possible days of instruction for grade 2, or 136 days for grade 1. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcome 1, grade 2 pupils must have attended at least 96.8 days and grade 1 pupils 92.8 days. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcomes 2 and 3, grade 2 pupils must have attended at least 112.8 days and grade 1 pupils 108.8 days.

A total of 1477 pupils were served, including 817 grade 1 and 660 grade 2 pupils. Average daily membership for the program was 846.33 pupils, with average days scheduled being 79.22 days per pupil and average days served being 67.78 days per pupil. For evaluation purposes, the 1477 pupils served were classified as either discontinued (125), not discontinued but attended the program 80 percent of the instructional period (140), or other pupils served (1212). The evaluation sample for Desired Outcome 1 consisted of the 248 grade 1 and 2 pupils who were successfully discontinued from the program or who attended the program at least 80 percent of the instructional period, were English-speaking, and had valid pre- and posttest scores on the MAT6 in Total Reading. In addition, 106 grade 2 pupils were successfully discontinued from the program or attended the

Table 8

Number of Parents Involved and Total Teacher Hours Reported for Parent Involvement Activities for Early Literacy Program 1990-91

Program Activities	Totals for Year
1. Parents involved in the planning, operation and/or evaluation of your unit	
Number of Parents	25
Total Teacher Hours	22.26
2. Group meetings for parents	
Number of Parents	197
Total Teacher Hours	264.98
3. Individual parent conferences	
Number of Parents	1231
Total Teacher Hours	986.60
4. Parental classroom visits or field trips	
Number of Parents	268
Total Teacher Hours	212.10
5. Visits by teacher to parents' homes	
Number of Parents	32
Total Teacher Hours	25.99
Total Parents Contacted[a]	1301
Total Teacher Hours	1511.93

[a]Total Parents Contacted is based on an unduplicatd count of parents contacted, which is less than the sum obtained when combining the Number of Parents for Activities 1-5.

program at least 80 percent of the instructional period, were English-speaking, and had valid pre- and posttest scores on the MAT6 in Reading Comprehension, comprising the Reading Comprehension evaluation sample for grade 2. The treatment group for Desired Outcomes 2 and 3 consisted of the 265 pupils (17.9% of those served) who were successfully discontinued from the program or who attended the program at least 80 percent of the instructional period, including 147 grade 1 pupils and 118 grade 2 pupils.

Three desired outcomes were established and met for the Early Literacy program. Desired Outcome 1 stated that 50 percent of the evaluation sample pupils would gain 3.0 NCE points or more for the instructional period in Total Reading. Data indicate that 152 (61.3%) of the evaluation sample pupils gained at least 3.0 NCEs, allowing the desired outcome to be met. The average NCE gain for Early Literacy pupils was 9.02 NCEs, with discontinued pupils (109) having an average gain of 16.27 NCEs and not discontinued pupils (139) having a gain of 3.34 NCEs. In grade 2 Reading Comprehension, the average NCE gain for the 106 evaluation sample pupils was 9.18 NCEs, with discontinued pupils (31) showing an average gain of 13.64 NCEs and not discontinued pupils (75) having an average gain of 7.34 NCEs.

Changes in NCE scores for Total Reading for the 248 evaluation sample pupils indicated that 152 pupils (61.3%) made substantial improvement (3.0 NCEs or more); 7 pupils (2.8%) made some improvement (0.5 to 2.9 NCEs); and 89 pupils (35.9%) made no improvement (0.5 NCEs or less). Discontinued pupils showed much greater improvement than did not discontinued pupils, with 78.0% (85) showing substantial improvement, compared to 48.2% (67) for not discontinued pupils. Changes in NCE scores for Reading Comprehension for the 106 grade 2 evaluation sample pupils showed that 66 pupils (62.3%) made substantial improvement; 7 pupils (6.6%) made some improvement; and 33 pupils (31.1%) made no improvement. Discontinued pupils showed greater improvement than did not discontinued pupils, with 74.2% (23) showing substantial improvement, compared to 57.3% (43) for not discontinued pupils.

Desired Outcome 2 stated that at least 50 percent of the pupils who attended the program at least 80 percent of the instructional period or who were discontinued would be promoted to the next grade level. Of the 263 pupils who met the attendance criteria or were discontinued and were on the district computer retention file, 240 (91.3%) were promoted, indicating that the desired outcome was met.

Desired Outcome 3 stated that parents of at least 75 percent of pupils who attended the program at least 80 percent of the instructional period or who were discontinued would participate in the program. Data indicate that the desired outcome was met as parents of 256 (96.6%) of the 265 pupils meeting the criteria participated in the program by visiting and/or volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences.

Based on the evaluation results, it is recommended that the Early Literacy program be continued on the 1991-92 school year. With that in mind, the following recommendations are presented:

1. With only 17.9% (265) of the 1477 pupils served being included in the treatment group for program analyses, every effort must be made to ensure that daily program service is provided to as many pupils as possible so that more pupils will meet the attendance criterion. Scheduling of daily group sessions should be a high priority in order to maximize the number of days pupils receive service. If program teachers must alter their

schedules on a given day, Early Literacy instructional time should be the last thing eliminated.

2. As increased parent involvement is regarded as one of the indicators of effective schools, every effort must be undertaken to promote parental involvement in the program, especially in the areas of planning, operation, and evaluation.

3. During the initial year of the program (1990-91), various teacher organizational models existed for serving pupils. These included a classroom/Reading Recovery/Early Literacy model, a Reading Recovery/Early Literacy model, and an Early Literacy only model. Included in these models were various combinations of grade 1 and 2 groups. A more consistent model needs to be established for the program so that program coordinators and teachers can focus on intervention strategies for underachieving pupils.

4. The process and instruments established for recording and collecting program data during the 1990-91 school year should be continued during the 1991-92 school year. Most program teachers found the instruments easy to understand and complete, making data collection at the end of the school year an efficient process.

5. The process for successfully discontinuing pupils, especially at grade 2, should be explained in detail to all program teachers so that they are not hesitant to initiate the process when pupils have progressed satisfactorily and no longer need program service.

6. A process needs to be established to provide the program evaluator an opportunity to visit program sites to observe the day-to-day operation of the instructional program. These visits provide invaluable information for the program evaluator in the areas of content and instruction and provide program teachers the opportunity to clarify questions they may have about evaluation requirements and record keeping. These visitations also help build a rapport between the program teacher and program evaluator.

7. Inservice meetings should be continued to provide program teachers the opportunity to enhance their instructional intervention skills, to share instructional ideas with one another, and to clarify any concerns or misconceptions they may have about the total Early Literacy program.

References

The Psychological Corporation/Harcourt Brace Jovanovich Staffwriters (1985). Metropolitan Achievement Tests. San Antonio, Texas: The Psychological Corporation/Harcourt Brace Jovanovich.

Appendix A

Teacher Census Form (TCF)

1990-91
Teacher Census Form

Social Security Number __ __ __-__ __-__ __ __ __

Name _____

School Assignment _____ Cost Center __ __ __

Your Teacher Leader _____

List Chapter 1 - DPPF programs you are involved with:

	Program	Program Code
1.	_____	__ __ __ __ __
2.	_____	__ __ __ __ __
3.	_____	__ __ __ __ __
4.	_____	__ __ __ __ __

Full-Time Employee _____

or (check one)

Part-Time Employee _____

Percent of day teaching RR _____%

Percent of day teaching Early Literacy _____%

Percent of day serving as classroom teacher _____%

Appendix B

Calendar Worksheet/Parent Involvement Log (CW/PIL)

* CALENDAR WORKSHEET FOR RECORDING DAYS OF PUPIL SERVICE *
1990-91

Student's Name _____

Student's Birthdate _ _ _ _ _ _
M M D D Y Y

Student Number _ _ _ _ _ _ _

Race Code _____ (1-5) Sex _____ (M or F)

Note: Please keep original worksheets for all pupils (even for pupils who leave). Do not send to program coordinator or to other schools.

Grade Level _ _

Service Index Number _ _._

Teacher Name _____

Program Code _ _ _ _ _

School _____

School Code _ _ _

1990-91	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
Aug. 27 - Sept. 21	M	M	29	30	31	H	4	5	6	7	10	11	12	13	14	17	18	19	20	21
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					
Sept. 24 - Oct. 19	24	25	26	27	28	1	2	3	4	5	8	9	10	11	12	15	16	17	18	COTA
																				0
Oct. 22 - Nov. 16	22	23	24	25	26	29	30	31	1	2	5	6	7	8	9	12	13	14	15	PC
																				0
Nov. 19 - Dec. 14	19	20	21	H	N	26	27	28	29	30	3	4	5	6	7	10	11	12	13	14
				0	0															
Dec. 17 - Jan. 18	17	18	19	N	N	N	N	N	3	4	7	8	9	10	11	14	15	16	17	18
				0	0	0	0	0												
Jan. 21 - Feb. 15	H	22	23	24	25	28	29	30	31	1	4	5	6	7	8	11	12	13	14	PC
	0																			0
Feb. 18 - Mar. 15	18	19	20	21	22	25	26	27	28	1	4	5	6	7	8	11	12	13	14	15
Mar. 18 - Apr. 12	18	19	20	21	22	25	26	27	28	N	N	N	N	N	N	8	9	10	11	12
										0	0	0	0	0	0					
Apr. 15 - May 10	15	16	17	18	19	22	23	24	25	26	29	30	1	2	3	6	7	8	9	10
																0	0	0	0	0
May 13 - June 7	13	14	15	16	17	20	21	22	23	24	H	28	29	30	31	3	4	5	6	R
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

OFFICIAL FIRST DAY OF ENROLLMENT FOR SPECIFIC PROGRAMS:

Consulting Teacher Programs Sept. 17th
Early Literacy 2 Sept. 17th
Non-Public 2-8 Sept. 17th
N or D 2-12 Sept. 17th
Early Literacy 1 Sept. 24th
Non-Public 1 Sept. 24th
N or D 1 Sept. 24th
Instructional Assistant 1 Sept. 24th
Instructional Assistant K Oct. 1st
All Day Kindergarten Oct. 1st
Full Day Kindergarten _____

RACE CODES
1 = Non-Minority
2 = Black
3 = Spanish Surname
4 = Asian American
5 = American Indian

SERVICE CODES
0 = Pupil Not Scheduled (Inservice, Teacher Illness, Personal Day, Snow Day, Parent Conference Day, etc.)
1 = Pupil Scheduled and Not Served (Absent from School/Class)
2 = Pupil Served (Pupil Present)

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ESEA - Chapter 1
Parent Involvement Log
1990-91

Program Code _____ Name of Pupil _____ Grade _____

Parent Name _____ Address _____ Phone Number _____

THE COLLECTION OF PARENT INVOLVEMENT DATA IS REQUIRED BY CHAPTER 1.
Please check if the following two activities occurred for this pupil anytime this year.

☐ Parent helped child with homework

☐ Parent read to child or child read to parent

DIRECTIONS: Please indicate in the fields below the activity, name of parent/guardian, and the hours they were involved in the Chapter 1 project. ROUND HOURS TO THE NEAREST TENTH. Obviously, you may keep expanded notes about activities somewhere else.

Date MMDDYY	Activity* (1-5)	Attendee(s) Parent/Guardian	Hours 00.0	Entered on Computer MMDDYY
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	
			__.__	

*Kinds of Parent Involvement to record for the column labeled Activity

(1) Involved in planning (do not include advisory council)
(2) Group meetings (do not include advisory council)
(3) Individual conferences (telephone conferences included)
(4) Parental classroom visits
(5) Home visits

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Appendix C

Pupil Data Sheet (PDS)

SCHOOL CODE PROGRAM CODE 91396 SSN
EARLY LITERACY CH 1

1. STUDENT NAME

2. STUDENT NO. GRADE BIRTHDATE

3. IS THIS PUPIL ENGLISH SPEAKING? NO YES

4. PUPIL PROGRESS: NONE SOME MUCH

5. HOURS PER WEEK OF INSTRUCTION : : : . :

6. PUPIL WAS DISCONTINUED NO YES 91001, 91002, 91007, 91060, 91104

7. PARENT HELPED WITH HOMEWORK NO YES 91007, 91017, 91060

8. PARENT READS TO CHILD OR CHILD READS TO PARENT NO YES 91007, 91017, 91060

FOR QUESTIONS 6-8, CIRCLE NO, YES, OR YOUR PROGRAM CODE IF IT IS LISTED. (SEE PROGRAM CODE AT TOP OF FORM.)

FOR NUMBERS 9-13, FILL IN THE NUMBER OF PARENTS INVOLVED IN EACH ACTIVITY DURING THE YEAR AND CUMULATIVE HOURS OF CONTACT.

	NO. OF PARENTS	NO. OF HOURS
9. PLANNING	: :	: : : : . :
10. GROUP MEETINGS	: :	: : : : . :
11. INDIVIDUAL CONFERENCES	: :	: : : : . :
12. CLASSROOM VISITS	: :	: : : : . :
13. HOME VISITS	: :	: : : : . :

	THRU 03-28-91	FROM 04-08-91 THRU 05-03-91
14. NUMBER OF DAYS SERVICE SCHEDULED (CAREFULLY READ INSTRUCTIONS)	: : :	: : :
15. NUMBER OF DAYS SERVICE RECEIVED (CAREFULLY READ INSTRUCTIONS)	: : :	: : :